

U.S. Department of State's "English Access Microscholarship Program"

REQUEST FOR GRANT PROPOSALS IN INDIA

Proposals due by August 2, 2010

Introduction

In 2003, the U.S. Department of State launched the English Access Microscholarship Program in Morocco. It was the first program of its kind in the world. Today, Access is active in fifty-five countries, and more than 44,000 students have benefited from it. In India, the program began in 2004 and more than 2000 students in 17 locations throughout the country have participated.

Access Program Goals

The English Access Microscholarship Program gives economically disadvantaged 14- to 18-year-old students the opportunity to study English, gain an appreciation for American culture and democratic values, and increase their ability to participate successfully in the socio-economic development of their countries.

Access Program Guidelines & Requirements

- 1) The most successful proposals will demonstrate both a strong pedagogical approach and a strong administrative structure. This may be best provided by an NGO working with a team of excellent English teachers.
- 2) Proposals with reasonable budgets are likely to be more successful than those with higher budgets. Administrative costs should be low and must not exceed 10%.
- 3) The program must provide two years of study, with approximately 400 hours of class time in total (200 hours per year), probably beginning in January 2011.
- 4) Approximately once a month, students should participate in an "enhancement activity," that is, an activity intended to increase students' familiarity with U.S. culture and values. Examples include American film showings, American poetry or short story readings, sing-alongs, America trivia competitions, guests who share American culture with students (e.g. Thanksgiving and/or Fourth of July events), etc. Creative ideas are strongly encouraged in this category. Occasionally, the Embassy's Regional English Language Office (RELO) or the local U.S. Consulate will contact the implementing partner to propose an enhancement activity and advise about any opportunities for Access students' participation in community service projects.

- 5) Access students should also engage in community service projects, roughly on a quarterly basis. These projects should be determined by the students themselves based on needs that they identify in their communities. Supplies for the projects will be purchased with Access enhancement activities funds. Examples from other countries include: going to an orphanage on an afternoon, bringing toys to give to the orphans, playing with them, and teaching them a few words of English; applying a fresh coat of paint to the interior of a library or resource center or school classroom; conducting a clean-up campaign in which the students collect all the garbage and “beautify” a park or gathering place.
- 6) The proposed program should include an intensive “immersion” session in the middle of the two years. The primary activity is still English language instruction but the intensive session should also include activities like drama, computers, dance, art, music, games, sports, local trips, special cultural projects such as the 4th of July, and/or developing leadership skills, building the spirit of team work, social responsibility, and tolerance.
- 7) Class size must be smaller than is typical in schools, approximately twenty to twenty five students, to allow for mentoring and a caring relationship with students.
- 8) Classes should be interactive and democratic, in an attempt to demonstrate a U.S.-style classroom culture.
- 9) Classes may be held in any appropriate location, but minimizing student travel is generally beneficial.
- 10) Classes may be held whenever it works best for the majority of students and teachers. During after-school hours and on weekends are the norm in India.
- 11) Students must be selected from economically-disadvantaged sectors.
- 12) Students selected must show motivation and potential for leadership. They should be good students in general, but they do not have to be already particularly good in English.
- 13) Programs must aim to recruit and select an equal number of boys and girls.
- 14) Partners cooperate with the RELO or the local U.S. Consulate to present each student a certificate of participation and a certificate of completion at the beginning and end of the program. These certificates will be signed by the U.S. Ambassador to India.
- 15) The U.S. Department of State requires program and financial reporting at the end of each semester of study. The RELO or the local U.S. Consulate also requires student attendance and performance reports.

Preparing Your Access Proposal

Please e-mail Vimal Raswant at RaswantV@state.gov for complete package including sample proposal format and sample budget template

Proposal Narrative (maximum ten pages) must include these sections and points:

Use the **full program name**, English Access Microscholarship Program, the first time it is mentioned.

Section 1

Briefly describe your **organization**. Include your organization's name, location, and mission.

Give the **address/es** of where classes will take place and contact information for someone in an administrative position there.

Section 2

Describe your **teaching methods and materials**. In India, the main textbook series that is utilized in the Access program is *New Interchange*. Please ensure that the proposal includes the wording: "Instruction will include aspects of American democratic principles, civic engagement, history, culture and values in an accurate and responsible manner."

Provide a list of proposed **enhancement activities** with a short description for each.

Provide a *tentative* **program calendar** including recruitment period dates, class start date, class hours reflecting the 180 hours minimum per year, intensive program dates, program end date.

Section 3

List the **criteria you propose to use to select** students for the program. Note: students *must* be 14 to 16 years old at the start of the program and no older than 18 at the end.

Give the **steps of your recruiting process for students and for teachers**, including who will carry it out.

Indicate **how you would replace any student** who drops out of the program. From the beginning, you may have up to 10% auditors in the Access classes, so that they can smoothly take over the seats left empty by students who drop out.

Section 4

Describe how **transportation** will work: 1) will students come to teachers or will teachers go to the students, and 2) how and when are transportation funds distributed?

State the **hourly rate of pay for teachers**.

Describe any **cost share** your organization will provide.

State that you will **provide documents and reports** as required by the Embassy/Consulate.

Proposal Budget (Please submit on an Excel sheet)

1. For both the regular (after school and/or weekend) and intensive programs, the budget should be divided into these categories:
(a) instruction, (b) books/materials, (c) transportation, (d) enhancement activities, and (e) administration.
2. Amounts should be total (not per student) and in U.S. dollars.

Access Proposal Submission

Please submit Proposal Narrative and Budget by e-mail to Regional English Language Officer Joëlle Uzarski at UzarskiJ@state.gov by August 2.